



**AUSTRALIAN
CHRISTIAN COLLEGE**

Singleton
2016 Annual Report

The 2016 school year at Australian Christian College – Singleton has been a year of significant development and growth.

Our staff has worked tirelessly in providing a quality educational program. The College continued into the final stages of the New South Wales Literacy and Numeracy Action Plan. This plan places a high emphasis on improving our students’ skills in literacy and numeracy. Teachers at the College continued their commitment to working with each student on an individual level and meeting their needs as individuals, producing excellent educational outcomes. Now several years into the implementation of this plan, this year revealed excellent growth in students’ literacy and numeracy skills.

The focus of the professional learning and development of teaching staff was on the embedding of explicit teaching pedagogies into the College’s teaching and learning programs. During this year all teaching staff received regular Instructional Coaching. The objective of this coaching is to embed research-based teaching practices through regular feedback and direction.

Overview

Australian Christian College – Singleton is located on an extensive 6 hectare property on the outskirts of the provincial town of Singleton, New South Wales. In 2016, the school had an enrolment of 85 students. The College delivered learning programs ranging from Foundation to Year 10.

NAPLAN Testing

The following information is presented as per the requirement for the annual report.

Colour Scheme		Red & Green		Submit		Alternate view: Results in graphs					
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy		
Year 7	513		474		548		514		515		
	470 - 556		426 - 523		503 - 593		466 - 563		476 - 554		
	SIM 529 521 - 536	ALL 541	SIM 508 499 - 516	ALL 515	SIM 535 527 - 543	ALL 543	SIM 526 517 - 535	ALL 540	SIM 538 530 - 546	ALL 550	
Year 9	536		491		550		515		555		
	489 - 582		429 - 553		498 - 602		463 - 567		516 - 594		
	SIM 567 560 - 574	ALL 581	SIM 542 533 - 552	ALL 549	SIM 573 565 - 581	ALL 580	SIM 556 547 - 564	ALL 569	SIM 575 567 - 582	ALL 589	

Record of School Achievement (ROSA)

All Year 10 students qualified for a ROSA in 2016.

Higher School Certificate (HSC)

There are no published results for the HSC, as the College did not offer Year 12 in 2016.

2016 Senior Secondary Outcomes

There are no Senior Secondary Outcomes, as the College did not offer Year 12 in 2016.

Professional Development

All teaching staff participated in a range of professional development over the course of the school year. Professional Development focused on increasing teacher skill relating to their pedagogical practice, student well-being and instructional coaching.

Teaching Staff

In 2016, there were eleven teachers responsible for the delivery of the curriculum as per the following table.

No. of Staff	Qualification
Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	11
Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

Workforce Composition

In 2016 the workforce composition was eleven staff with 73% female and 27% male. There were no indigenous staff members.

Student Attendance Rates

In 2016, the student attendance rates were as follows:

Year Level	Attendance
Foundation	94%
Year 1	92%
Year 2	92%
Year 3	92%
Year 4	93%
Year 5	85%
Year 6	95%
Year 7	92%
Year 8	90%
Year 9	96%
Year 10	92%

Procedure for the Management of Non-Attendance

The following procedure is an extract from the Attendance Policy available by request at the College Office or on the school website:

1. The College may observe trends in student attendance which identify regular non-attendance at the College.
2. The Principal or their delegate will notify the parent or guardian and request an explanation of the regular non-attendance.
3. If the non-attendance is not resolved, the Principal or their delegate will write to the parent/guardian requesting an immediate resolution.
4. The College will implement strategies for improving attendance in attempting to restore a student's attendance.
5. The principal may seek further advice and assistance about attendance plans from the AIS Student Services Team. If strategies such as an attendance plan are not successful in restoring the attendance of the student, then further action may be pursued.
6. Failing resolution, the College will unenroll the student.

Record of School Achievement (ROSA)

All Year 10 students qualified for a ROSA in 2016.

Retention of Year 10 to Year 12 Students

Of the Year 10 cohort, all students left the College at the end of the year, to pursue other schooling options, as the College did not offer Year 11 and Year 12 in 2016.

Post-School Destinations

There are no post-school destinations for the College in 2016, as our Year 10 students all continued their senior schooling at other schools.

Enrolment Policy

ACC welcomes students who want to be a part of a Christian learning community and who are able to support the ethos of the school and the school's policies and procedures.

On enrolment, ACC requires parents/guardians to acknowledge that they will adhere to the terms and conditions specified in the enrolment contract.

The purpose of this policy is to document:

1. how the school helps parents and students to learn about the school
2. the process for enrolment of students
3. the process the school follows in adherence to the Disability Standards for Education 2005 Act.
4. the process for leaving the school.
5. the process for reporting to BOSTES in the event that a student is under the age of 17 and they have not provided the information of the next school that they will be attending.

Definitions

1. Enrolment Contract - The Enrolment Contract is located in the Enrolment Application which is publically available on the school website.
2. Ethos of the School - ACC is a Christian School. A description of what this means is publically available on the school website.
3. Policies & Procedures of the School - The policies and procedures of the school are located on the school website.
4. For additional definitions relating to Students with Disability, refer to The Enrolment Procedure for Students With Disabilities.

Interested parents & students can learn about the school by:

1. Visiting the school's website located at: <http://singleton.acc.edu.au>
2. Watching the videos that the school has created
3. Reviewing the information provided on school fees
4. Speaking to the Principal on the phone
5. Visiting the school as a part of a school event, especially for prospective parents and students
6. Meeting with the Principal
7. Visiting the school's facebook page

The Enrolment Procedure for On-Campus Students

1. Parents who wish to apply for enrolment may complete the Enrolment Enquiry Form on the school website or contact the school office via the phone or in person.
2. The Enrolments Officer will contact the interested parent to organise a time for an interview with the Principal.
3. Prior to the interview, parents must complete an Enrolment Application and provide this information to the school.
4. The purpose of the interview is to provide an opportunity for the Principal to learn about the needs of the student and for the parent to learn about what the school provides. Parents and students may also wish to tour the school with the Enrolments Officer at the conclusion of the interview.
5. For the application to proceed, the parent must indicate their intention to apply for enrolment by:
 - a. Notifying the school
 - b. Completing the fee payment form
 - c. Agreeing to the terms and conditions in the enrolment contract
6. The enrolment application will be reviewed by the Principal.
7. The enrolment application outcome can be:
 - a. Approved
 - b. Approved for the waiting list
 - c. Approved with Reasonable Adjustments
 - d. Denied
8. The school will inform the parent of the outcome via a letter.

The Enrolment Procedure for Students With Disabilities

Definitions

The purpose of this procedure is to ensure that students with disabilities at the school are able to participate in the learning program on the same basis as students without disabilities.

The school defines 'on the same basis' as follows:

1. 'On the same basis' means that a student with disability should have access to the same opportunities and choices in their education that are available to a student without disability.
2. 'On the same basis' means that students with disability are entitled to rigorous, relevant and engaging learning opportunities drawn from the curriculum and set in age-equivalent learning contexts.
3. 'On the same basis' does not mean that every student has the same experience but that they are entitled to equitable opportunities and choices to access age-equivalent content from all learning areas of the curriculum.
4. 'On the same basis' means that while all students will access age-equivalent content, the way in which they access it and the focus of their learning may vary according to their individual learning needs, strengths, goals and interests.

A 'student with disability' means:

1. total or partial loss of the person's bodily or mental functions; or
2. total or partial loss of a part of the body; or
3. the presence in the body of organisms causing disease or illness; or
4. the presence in the body of organisms capable of causing disease or illness; or
5. the malfunction, malformation or disfigurement of a part of the person's body; or
6. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
7. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

A 'reasonable adjustment' is:

An 'adjustment' is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

What kind of advice would be required by the school to assist in the ability to determine a reasonable adjustment?

1. previous school or preschool reports, noting current achievements and areas of need
2. psychologist's report documenting functional skills and recommended strategies for working with the student
3. speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
4. occupational and physiotherapy reports documenting self help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
5. medical specialist reports identifying issues which need to be considered by the school
6. vision and hearing reports documenting level of functioning and recommended strategies

The Enrolment Procedure for Student(s) with Disability (On Campus)

1. Parents who wish to apply for enrolment may complete the Enrolment Enquiry Form on the school website or contact the school office via the phone or in person.
2. The Enrolments Officer will contact the interested parent to organise a time for an interview with the Principal.
3. Prior to the interview, parents must complete an Enrolment Application and provide this information to the school.
4. The purpose of the interview is to provide an opportunity for the Principal to learn about the needs of the student with disability and for the parent to learn about what the school provides.
 - a. The parent(s) will provide a background to the student with disability including (where applicable) strategies that have been used to provide a reasonable adjustment.
 - b. If the Principal and the parent(s) decide that a reasonable adjustment can be made with no further investigation, the Principal will note the discussion and reasonable adjustment will be included in the enrolment application outcome letter if the parents decide to indicate their intention to enrol and there is a place available for the student.
 - c. The Principal can decide that there is a need for a follow up meeting so that the following can occur:
 - i. The parent may be required to seek professional advice on the nature of reasonable adjustments in the context of the school.
 - ii. The Principal may consult with members of the executive team to discuss possible reasonable adjustments that could be made.
5. The purpose of the follow-up meeting is to allow for further discussion about the reasonable adjustments that need to be made for the student with disability.
 - a. The meeting will be documented and the Principal will attend with at least one other member of staff.
 - b. The parent(s) will provide information requested by the school to assist in the discussion.
6. For the application to proceed, the parent must indicate their intention to apply for enrolment by:
 - a. Notifying the school
 - b. Completing the fee payment form
 - c. Agreeing to the terms and conditions in the enrolment contract
 - d. Identifying the needs of the student(s) with disability and engaging with the school through the process of determining a reasonable adjustment
7. The enrolment application will be reviewed by the Principal.
8. Prior to the outcome, the Principal will contact the parent(s) to discuss the outcome and to ask if they have anything further to add prior to the enrolment application outcome.
9. The enrolment application outcome can be:
 - a. Approved
 - b. Approved for the waiting list
 - c. Approved with Reasonable Adjustments
 - d. Denied due to unreasonable hardship
10. The school will inform the parent of the outcome via a letter.

Appeals Process

If the parent(s) is not satisfied with the the outcome of the enrolment application, they are able to appeal via the Complaints Policy.

Characteristics of the Student Body

In 2016 Australian Christian College – Singleton consisted of 85 students.

College Policies

College policies on student welfare, anti-bullying, discipline, and complaints and grievances are available on the College website and via the College Office.

Priority Areas

A key priority area in 2016 was the implementation, in the primary school, of the New South Wales Literacy and Numeracy Action Plan. This was done in conjunction with the Association of Independent Schools of New South Wales. A key feature of this Action Plan was the further development of the pedagogical methodologies of our staff. An additional priority was the implementation of an Instructional Coaching program and culture in the College. This coaching program is designed to increase the level of specific feedback received by teachers about the effectiveness of their teaching and to provide instructional support to facilitate further improvements.

Respect and Responsibility

The College initiated and engaged with a number of events to promote respect and responsibility, including hosting a Remembrance Day service, attendance at the Singleton ANZAC Day March, and fortnightly visits to a local retirement village to assist and connect with elderly residents.

Parent, Student and Teacher Satisfaction

The College maintains a number of methods to identify satisfaction, including parent events, student feedback through the online learning management system and an open-door policy for staff.

Financial Summary

The following data is presented in compliance with the guidelines for the Annual Report.

